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THE ARTS

OF

Cutting and Shocking Corn

AND OF

Educating and Breaking Horses.

BY

W. N. ROBERTS,
WINTERSVILLE, OHIO.



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PREFACE.

THE aim of this book is to set forth, in a brief but comprehensive manner, two arts, the result of the author's own experience and observation on the two lines which they take up. One of which arts is of interest to every man that raises or cuts corn; the other to every person that owns or handles a horse. They are the "Art of Cutting and Shocking Corn" and the "Art of Educating Horses."

There is nothing so essential to success as system. It matters not what the work may be, he who understands what is to be done, and knows just how and when to do each part of that work, will do it not only with pleasure, but with a rapidity that will surprise him who works by no definite plan. That system increases the result of labor is recognized by our most successful business men. What enables Armour to buy our cattle and hogs, take them to Chicago, kill them and place the meat in our shops as cheap as our local butchers? It is the perfect system by which this work is done. Who of us do not know from experience, that if we know the evening before just what we want to do the next day, we will get a great deal more done, than if we went from our breakfast on that morning not knowing just what our work for the day was to be, nor where to begin.

There is no profession or business in which system is more effectual than in farming; and in no work on the farm will system increase the result of labor more than in cutting corn. Corn cutting is generally

considered hard, unpleasant work. The pleasure or displeasure, which we find in work, depends not so much on the work itself as upon the skill or rapidity with which we can do that work.

We like to feel that we are accomplishing something. However light our work may be, if we feel that it is tedious and we are not getting much done, we do not find much pleasure in it. But on the other hand however hard the work may be, if we can do that work quickly and skillfully we find pleasure in doing it. The more difficult the task the more pleasure we find in it, when we can do it with skill. Skill in any work takes away to a great extent the unpleasantness of that work. If our skill gives us a speed in doing that work which makes it but play for us to lead one, who formerly lead us, even when putting forth our best efforts, the work not only loses its unpleasantness, but we find in it a keen delight. The author can well remember when he looked upon corn cutting as a very unpleasant task. But when he had recognized the principles involved, and had formulated this system, which reduces corn cutting to an art, it was no longer an unpleasant task, but a delight.

Some men have a system by which they work in cutting corn, and by these systems they are enabled to do, what seems to others, a wonderful days work. And these are the very men who gladly leave the old for the new as soon as they see that the new is superior. One man having a system by which he had and could cut 125 shocks ten hills square per day, came to the author saying: "If your system is better than mine, I want it; for the more corn I can cut the more money I can make." When he had examined the system herein set forth, he said: "Your system is superior to mine in many respects, and especially in drilled corn."

The author has no hesitancy in saying that he can, by this system, cut one hundred shocks as easily as he formerly cut fifty. He is equally confident that there is not one man in fifty whom it will not enable to cut from a fourth to a half more corn than he has heretofore been able to do.

We buy books expecting to get some benefit from them. This is well and good; men are made better and homes are made happier by good books. We buy machinery, a mower, binder or thresher, and think it a good investment if by the time they are worn out, they have kept up repairs, storage and paid for themselves, and made us 10 or 15 per cent. on our investment. If we could loan money so as to make 10 per cent. we would think we had a good investment. This art alone will enable a man to increase his wages so as to make for him for each two days he uses it, 100 per cent. on his investment for the entire work, including the "Art of Cutting and Shocking Corn and the Art of Educating Horses."

As to the art of educating horses, nothing adds to the value of a good horse so much as a good education or training. He is useful only as he can be controlled by man. The horse that can be trusted at all times is much more valuable than the one which cannot be trusted. If the well broken horse is more valuable than the one that is not well broken, surely it is worth many times the difference in value between a well broken horse and one that is not well broken to a man, to be able to change the unaltered colt to an educated horse in a few days, or what is more difficult still, to change the horse that cannot be trusted to one that can be trusted. When we say a few days we do not mean that in a few days, we will be able to work him as a colt but as a well broken horse.

If men were more careful and more humane in their treatment of the horse, their most faithful servant, it would not only free the horse from

a great deal of unnecessary suffering, but would also save the horseman from his greatest trials and dangers. Recognizing that a great deal of the suffering, which the horse is compelled to bear, and that most of the trials and dangers of the horseman might be avoided by a proper handling of the horse, and that by such a handling man can become complete master of the horse; the author formulates this system which reduces the educating of the horse to an art. This system, while based on scientific principles, is backed by a successful experience in handling horses.

True, there have been other writers on this subject, and their works have not been without merit. But where they have stopped we have gone on. Where they have failed, we have succeeded. Others advise you to sell a horse which you cannot mount with safety. We tell you how to mount such a horse within fifteen minutes without him moving out of his tracks. Others say that if a horse has run away once he will never be safe. We tell you how to work him with safety. That fault which has perhaps, baffled more horsemen than all others, balking, we successfully break up. By this system you can teach your colt that has never been haltered, to lead in a few minutes. You can teach him obedience to the word 'whoa' equally as quick. You can break him to the saddle or harness in a couple of hours. You can break your horse to the single line in half an hour. By this system bad habits are quickly and effectually overcome. Since this system will enable a man to do this, it in itself is worth many times the cost of the entire work, to anyone who handles a horse.

This book has been written believing that it will enable him who is working for wages to increase them; that it will enable the man who cuts his own corn to do it quicker and easier; that it will relieve that noble

animal, the horse, of much suffering; and enable his master to work him with more pleasure, safety and profit. If it does this it will not have been written in vain.

Trusting that this work may prove a blessing to all into whose hands it may fall, the author now sends it forth on its mission.

THE AUTHOR.

ROBERTS'

Art of Cutting and Shocking Corn.

INTRODUCTION.

THE object of "Roberts' Art of Cutting and Shocking Corn" is to lessen and facilitate the labor of cutting and shocking corn. This object is obtained: First—By dividing the corn to be put into each shock into equal sections or loads, such as, considering the strength of man, are best adapted to facilitate the labor. Second—Having these sections or loads so arranged as; (1st.) to maintain the equilibrium of the shock; (2nd.) to pass from one, by the shock, to the other with the least possible walking; (3d.) to be most conveniently cut and shocked.

Let us look for a moment at each of these.

As to the *first*; a man has two tons of hay to haul; he can haul one ton at a load, but not twenty-five hundred without straining horses or wagon and he can make two trips per day. If he takes a full load each time he can haul the hay in one day. If, however, he only takes fourteen hundred the first trip he must make a third. This will require an extra half day, and he will spend a day and a half doing what he might have done in one day. So in cutting corn, if we make three trips after what

we could readily carry at two, the third will take as long as either of the others, taking nearly a third longer to do the work, than if we only made the two trips.

As to the *second*; first, if we have these sections so arranged, that we can work around the shock, we will maintain the equilibrium of the shock; and will not be troubled with it becoming twisted or falling down, and it will stand straighter until husked. Second, although we might walk only a few steps farther each load in passing from one section to the other, in a days work it would amount to a great deal. By this system all extra steps are avoided. Third, our position has a great deal to do with the ease and rapidity with which we can do work. A right handed man can cut off a hill of corn much easier and quicker if it stands to his right, and just a little to his front, especially if he has a hill or two in his arm, than in any other position. A left-handed man can cut a hill easier and quicker if on his left and front. Also the distance we have to walk, will make a difference in the time it takes to cut a certain number of hills. If we are cutting a large shock as 8x16 we will have sixteen hills in two rows, on one side of the shock. Now if we go to the end of each of these rows, and cut toward the shock, making a load of each row, we will, if the rows are four feet apart, walk in cutting these sixteen hills, 112 feet. But if we cut equal distances from and toward the shock we need not walk more than 80 feet, which makes a difference of 32 feet in cutting sixteen hills. Also we should have ground clear of stubbles to carry our corn over while cutting. This we can obtain by working between the rows from which we cut our load. When we have our load cut, if we have to cross two or three rows of stubbles, we can throw our load sort of back on our hip, letting the butts

of the stocks incline backwards, and carry it in without the stubble hindering much.

So by following this system, we have our corn divided into that number of loads that will best facilitate our work. We get an equal number of hills on each side of the shock which makes a firm shock. We do the work with the least possible walking. We are always at the right hill at the right time, and in the best position to cut it easily and quickly. We have ground clear of stubbles to walk over while cutting.

The fundamental principles of this system are these:

First—Dividing the corn into equal sections.

Second—Arranging these sections so as to be most conveniently cut and shocked.

Third—Cutting equal distances from and toward the shock.

Fourth—Working between the two rows from which your load is cut.

Fifth—Always moving forward, keeping the corn to be cut on the right hand, if right-handed, but on the left if left-handed.

This system is made clear by the following drawings, which show the horse; our position while making the horse; position of knife while making the horse, that we may always know just where to put our hand on it; the different sides of the horse; what part of the shock is cut at each load; on which side of the horse each load is placed; the entire path passed over while cutting the shock.

On the following page we give you a thorough explanation of certain lines, dots, dashes, letters, etc., we have used in our figures. A study of them will enable the reader to understand the diagrams which follow. We have prepared these diagrams in order that our system may be made the plainer to the reader, illustrations going with each description.

GENERAL DESCRIPTION OF DRAWINGS.

(See Fig. 1, Page 11.)

The dots, (.) represent the hills of corn.

“S” shows point of entering the corn.

The diagonal lines (X) represents the horse.

“Y” shows your position while making the horse.

A, B, C and D show the four sides of the horse.

The figures 1, 2, 3, 4, etc., show the sections or loads in the order in which they are cut.

The letters and figures written together, (A1, B1, C1, D1, A2, etc.) show on which side of the horse the load is placed, and the number of loads it makes on that side.

The dashes (— — — —) show path from the shock to the sections.

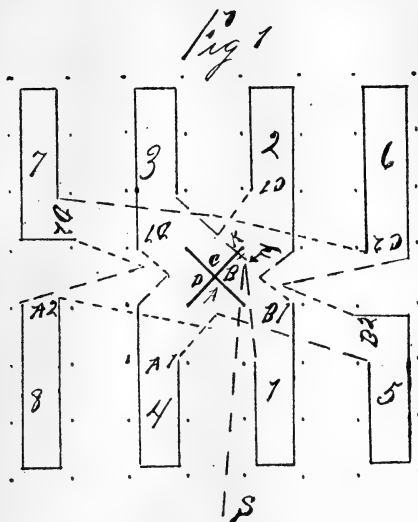
The full lines (————) show path traveled while cutting the sections.

The short dashes (-----) show path traveled in passing from the sections to the shock.

The long dashes (— — —) are used except in Figs. 1 and 2 to connect the short dashes and the dashes, which if prolonged would form an angle at the shock, but are omitted to secure clearness in the drawings.

A careful study of Fig. 1 will enable one to follow any of the drawings through. Starting at Y, you can always tell whether you are right or not by noticing the number of the section; for they are cut in the order in which they are numbered.

A FULL DESCRIPTION OF FIG. 1.



SHOCKS EIGHT BY EIGHT.

Advance from S to Y. Having made the horse, advance to section 1, cut from the shock three hills, turn to the left and cut back four, as indicated by the full lines; leaving your load at B as indicated by B1. Advancing from B to section 2, in the same two rows, cut forward from the shock four hills, turn to the left and cut back three hills, leaving your load at C as indicated by C1. Advancing from C to section 3 cut from the shock three hills and back four, leaving your load at D as indicated by D1. Advancing from D to section 4, cut from the shock four hills and back three leaving your load at A as indicated by A1. We have now been around the shock once, and have seven hills on each of the four sides of it. Advancing now to section 5, leave the first hill,

cutting it as you pass to the shock (if the corn is drilled cut what would represent the first hill first), leave your load at B as indicated by B2. Advance to section 6, cutting forward four hills and back four leaving corn at C as indicated by C2. Sections 7 and 8 are cut like 5 and 6 respectively.

The drawings are made representing the corn as in hills. But the system is as valuable in cutting drilled corn as it is in cutting hilled corn. In the drawings the sections contain eight hills, including the hills composing the horse. In good corn this makes about the right amount to carry at a load. Cutting shocks eight hills sometimes the corn is light enough to bring it in at four loads. Then cut 1 and 2 as one section; 3 and 4 as one; 5 and 6 as one, and 7 and 8 as one.

In drilled corn you will not have the hills to go by, but you will have no trouble in determining how far you should cut forward before turning, after you have cut a few shocks. After a little practice you can cut the drilled corn nearly as fast as the hilled. A little practice in gathering and cutting several stalks at a single stroke will add to your speed surprisingly. You have the corn on your right. With a little practice you will have no trouble in gathering all that you can reach with your cutter. This you can cut at a single lick, with a sort of sweeping stroke back past your leg. If the corn is not too heavy you will have no trouble in cutting the corn on from three to four feet with a single stroke.

As to the Knife. You should not try to cut corn with a knife made from a scythe, but use the regular corn knife or cutter. It should not be too long. A blade sixteen inches is long enough for most men. Some perhaps could do better with a longer one. Never let the edge of your knife touch the ground; but keep a good edge on it; this will save muscle.

The Horse. Some prefer to use a wooden horse made as follows: Take a pole about fourteen feet long, about six feet from the small end put in two legs long enough to raise the small end about two and a half or three feet from the ground. Two and a half feet from the small end bore a hole parallel with the plane of the ground, make a stick that will slide easily into this, forming a cross. Carry this into the corn placing the cross where you want the shock. When you have cut the shock draw out the cross-piece, pick up your horse, drawing it out of the shock, and go on to the next. The advantage of this kind of a horse is you do not need to carry a cutter with you when husking. But on the other hand you have no support for your shock as where you make a horse from four hills.

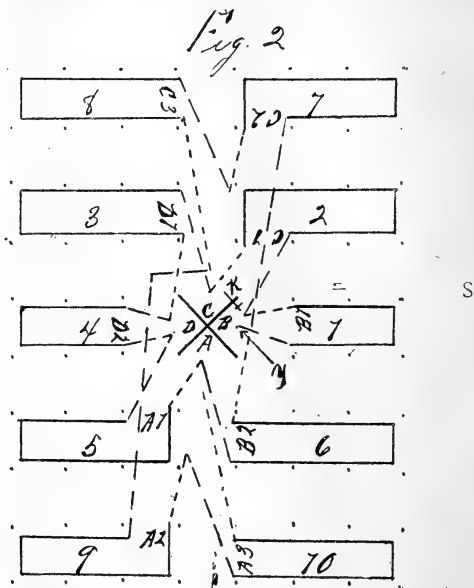
To Make a Horse Quickly. Take your position at Y Fig. 1. Catch the two hills in the row to your left, the farthest one from you with your right hand; bring it down under the one in your left hand; hold these with your left hand, place the hill farthest from you, in the row to your right under these; hold these with your left hand, place the fourth one under the third, holding all with the left hand, reach around with the right hand and bring the top of the fourth hill around the others to the hill at your left, down around this, up between the stalks and under an ear and you have a good firm horse. One you can make in less time than it takes to read this.

Two men can work together, by this system, to as good advantage as one. If two work together let one tie the shock while the other makes the horse. Let each take a side. The one making the horse cutting sections 3, 4, 7, 8, while the one tying the shock beginning with 1, cuts 2, 5 and 6. Here it will be more convenient to stand on the side opposite to Y to make the horse. Working this way, as one places a load at

D the other one places a load opposite at B, and the same with A and C.

If left-handed work around the shock in the opposite direction. Standing at D to make the horse, begin with section 4 and cut the sections in this order: 4, 3, 2, 1, 8, 7, 6, 5, placing section 4 at D, 3 at C, 2 at B, 1 at A, 8 at D, 7 at C, 6 at B, 5 at A.

SHOCKS EIGHT BY TEN AND EIGHT BY SIX.



Read description of Fig. 1, page 11. In cutting a shock eight by ten we follow the same principles, but begin on a different row. Here we stand between the two rows from which the horse is made to make it; and from these two rows we cut our first load as section 1, Fig. 2, instead of as section 1, Fig. 1. The reason for this is evident; for if we began as in Fig. 1, when we had cut our eight rows we would have a single row left on each side of our shock. Beginning with section 1, cut the sections in the order indicated by the figures as 1, 2, 3, 4, etc.,

placing corn as indicated by the letters written with the figures as B1, C1, D1, D2, etc.

If two are working together let the one making the horse beginning with section 4, cut 5, 6, 9 and 10, while the other one cuts sections 1, 2, 3, 7 and 8, placing the loads as indicated by the letters written with the figures as B1, C1, D1, etc. Make the horse standing at D opposite to Y.

If left-handed work around the shock in the opposite direction, cutting and placing the sections in this order: 1 at B, 6 at A, 5 at D, 4 at D, 3 at C, 2 at B, 10 at A, 9 at A, 8 and 7 at C.

For Shocks Eight by Six see Fig. 2, first six sections.

Read description of Fig. 1, page 11. Here we have each two rows divided into three sections. Making the horse at Y we cut the sections in the order indicated by the figures, as 1, 2, 3, 4, etc., placing the corn as indicated by the letters and figures, as A1, B1, C1, etc.

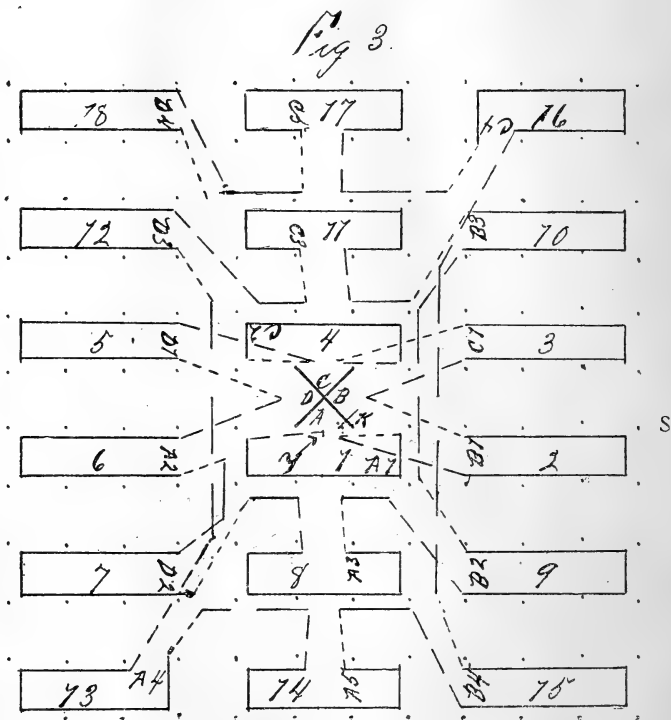
If two are working together, let the one making the horse beginning with section 1, cut 1, 2, 6, 7, 8, 9, 13, 14 and 15, the other one beginning with 4, cutting 4, 3, 5, 10, 11, 12, 16, 17, 18.

If the corn is not too heavy make two sections of each two rows, making the sections twelve hills each instead of eight.

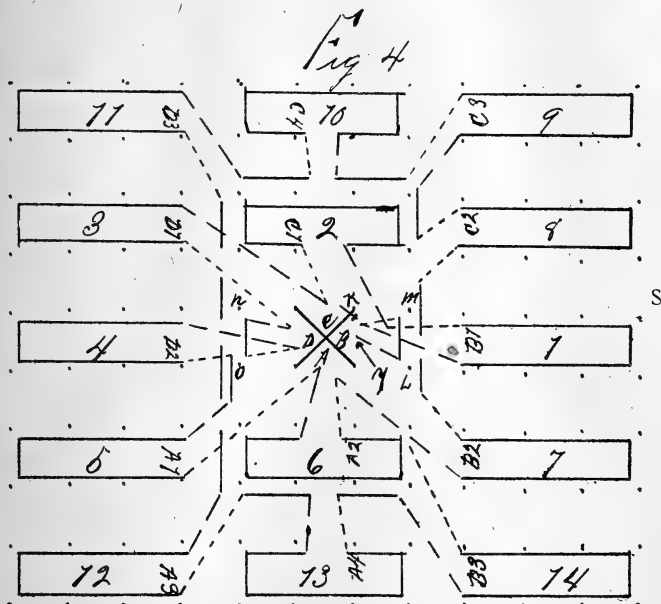
If left handed work around the shock in the opposite direction, cutting the sections in this order: 1, 6, 5, 4, 3, 2, 9, 8, 7, 12, 11, 10, 15, 14, 13, 18, 17, 16, placing the sections as follows: 1 at A, 6 at D, 5 at C, 4 at C, 3 at B, 2 at A. Place the other sections as indicated by the letters written with the figures as B2, A3, D2, etc.

For Shocks Twelve by Eight see the first twelve sections of Fig. 3 on next page.

SHOCKS TWELVE BY TWELVE AND TWELVE BY EIGHT.



SHOCKS TWELVE BY TEN, TWELVE BY SIX.



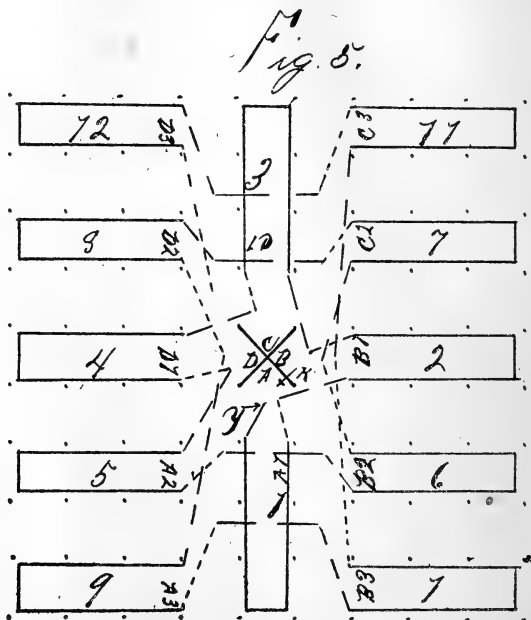
Read description of Fig. 1, page II. Here we begin as in Fig 2 with the two rows from which the horse is made. Standing at Y to make the horse, if the corn is too heavy to carry the ten hills, we can cut the hills represented by L, M and N, O before the sections respectively. Cut the sections in the order represented by the figures 1, 2, 3, 4, 5, etc., placing the corn as indicated by the letters and figures written together as B1, C1, D1, etc.

If the corn is light enough make only two sections of each two rows, placing them as in Fig. 2. If two are working let one cut sections 1, 2, 3, 8, 9, 10, 11; while the other cuts 4, 5, 6, 7, 12, 13, 14.

If left-handed, work around the shock in the opposite direction, cutting the sections in this order; 1, 6, 5, 4, 3, 2, 8, 7, 14, 13, 12, 11, 10, 9, placing section 1 at B, 6 at A, 5 at D, 4 at D, 3 at C, 2 at C, 8 at B, 7 at B, the other sections as indicated by the letters written with the figures as B3, A4, A3, etc.

For Shocks Twelve by Six see the first eight sections of Fig. 4.

SHOCKS TEN BY TEN AND TEN BY SIX.



Read description of Fig 1, page 11. Advancing from S to Y we make the horse. Then cut the sections as indicated by the figures as 1, 2, 3, 4, etc., placing each load as indicated by the letters written with the figures, as A1, B1, C1, D1, etc.

If corn is drilled do not try to cut from and toward the shock in sections 1 and 3; but pass through the rows until you come between the two farthest from the shock, cut from the farthest one of them, what would equal the two hills cut in that row if cut as represented in the sections 1 and 3, then turn to the left and cut the same from the other of the two rows. Now pass through to the next two and do likewise and place your loads at A and C respectively.

If the corn is not too heavy cut each two rows in two sections, as in Fig. 2, page 14.

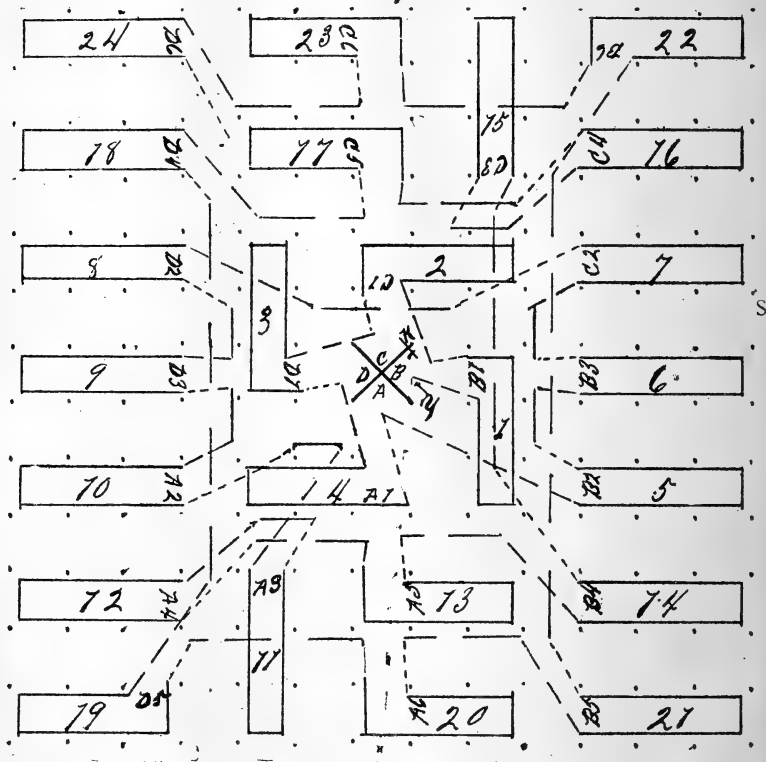
If two are working let one cut 1, 2, 5, 6, 9 and 10, while the other cuts 3, 4, 7, 8, 11 and 12.

If left handed, work around the shock in the opposite direction, cutting the sections in this order: 1, 4, 3, 2, 6, 5, 8, 7, 10, 9, 12, 11, placing each load as indicated by the letters written with the figures as A1, D1, C1, etc.

For Shocks Ten by Six see first eight sections, making 1 and 3 four hills each.

SHOCKS FOURTEEN BY FOURTEEN, FOURTEEN BY SIX AND FOURTEEN BY TEN.

Fig. 6.



Read description of Fig. 1, page 11. Advancing from S to Y we make the horse. Then cut the sections as indicated by the numbers 1, 2, 3, 4, etc., placing the loads as indicated by the letters and figures written together as B1, C1, D1, A1, etc.

If the corn is not too heavy bring in each two rows at three loads as in Fig. 4, page 17.

If the corn is drilled you will make time to not cut across the rows; but to make the shock small enough so that you can bring in each two rows at three loads as in Fig. 4, page 17. If the corn is not too heavy you can do this without making the shock less.

If two are working let the one making the horse cut sections 1, 4, 5, 6, 11, 12, 13, 14, 19, 20 and 21, while the other cuts 2, 3, 8, 9, 15, 16, 17, 18, 22, 23 and 24.

If left-handed work around the shock in the opposite direction, cutting the sections in this order: 1, 4, 3, 2, 7, 6, 5, 10, 9, 8, 18, 17, 16, 14, 13, 12, 24, 23, 22, 21, 20, 19, placing the loads as indicated by the letters written with the figures as B1, A1, D1, C1, etc.

For Shocks Fourteen by Six, see Fig. 6, first ten sections.

For Shocks Fourteen by Ten, see the first eighteen sections, making 11 and 15 four hills each.

Read description of Fig. 1, page 11. Advancing from S to Y we make the horse. Then cut the sections in this order: 1, 2, 3, 4, 5, etc., placing the loads as indicated by the letters written with the figures as B1, C1, D1, D2, etc.

If corn is drilled cut each two rows in three sections as in Fig. 3, page 16. If two are working, since there is an odd section, they can each cut half of this, which will give each, his six rows to cut. Let the one making the horse beginning with his half section 1, cut 4, 5, 6, 12, 13, 14, 15, 19, 20 and 21, while the other beginning with his half section 1, cuts 2, 3, 8, 9, 10, 11, 16, 17 and 18.

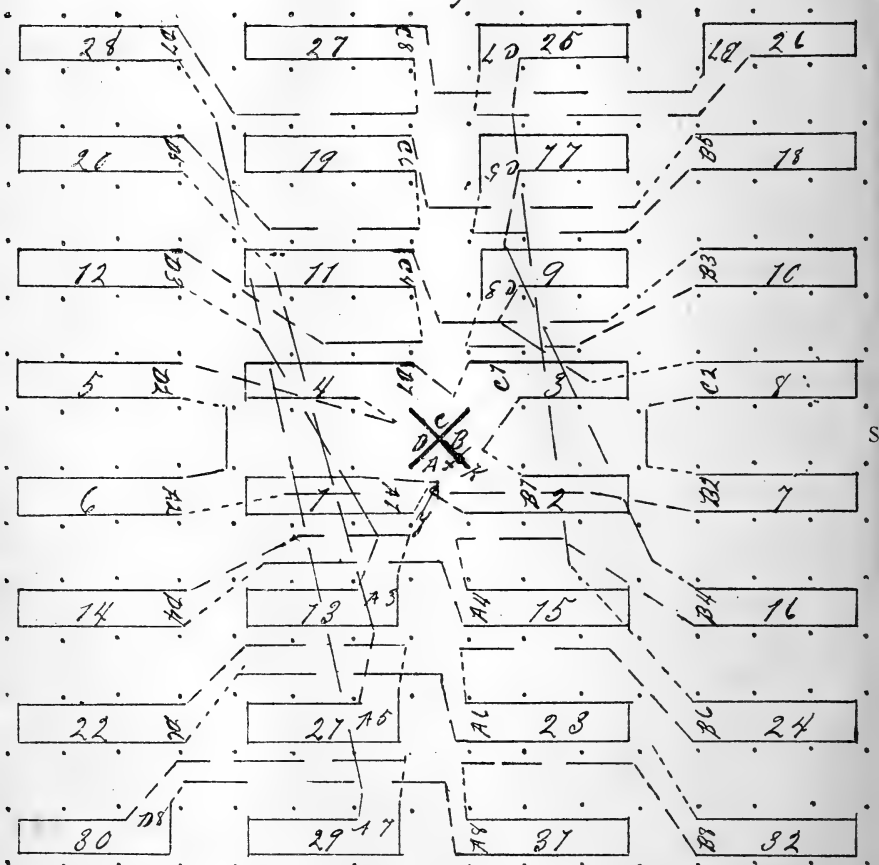
If left-handed work around the shock in the opposite direction, cutting the sections in the following order 1, 4, 5, 2, 3, 7, 6, 15, 14, 12, 13, 11, 10, 8, 9, 21, 20, 19, 18, 17, 16, placing the loads as indicated by the letters written with the figures as B1, A1, D1, C1. etc.

For Shocks Fourteen by Four see the first seven sections of Fig. 7.

For Shocks Fourteen by Eight see first fifteen sections of Fig. 7. But in section 1 instead of cutting as shown in drawing, cut forward four hills, back four, leaving corn at B, continue straight on four hills and back four. Cut 13 and 15 as indicated and the balance of these two rows in one section.

SHOCKS SIXTEEN BY SIXTEEN, SIXTEEN BY FOUR, SIXTEEN BY EIGHT,
SIXTEEN BY TWELVE.

Fig. 8.



Read description of Fig. 1, page 11. Advancing from S to Y we make the horse. Then cut the sections in the following order: 1, 2, 3, 4, 5, etc., placing the corn as indicated by the letters and figures written together as Ai, Bi, Ci, Di, etc.

If corn is light enough cut each two rows in three sections as in Fig. 3, page 16, or in two sections as in Fig. 1, page 11.

If two are working let the one making the horse cut 1, 2, 7, 6, 13, 14, 15, 16, 21, 22, 23, 24, 29, 30, 31, 32, while the other one cuts 3, 4, 5, 8, 9, 10, 11, 12, 17, 18, 19, 20, 25, 26, 27, 28.

If left-handed work around the shock in the opposite direction cutting the sections in the following order: 2, 1, 4, 3, 8, 7, 6, 5, 11, 12, 9, 10, 15, 16, 13, 14, 19, 20, 17, 18, 23, 24, 21, 22, 27, 28, 25, 26, 31, 32, 27, 30, placing corn as indicated by the letters written with the figures, as Bi, Ai, Di, Ci.

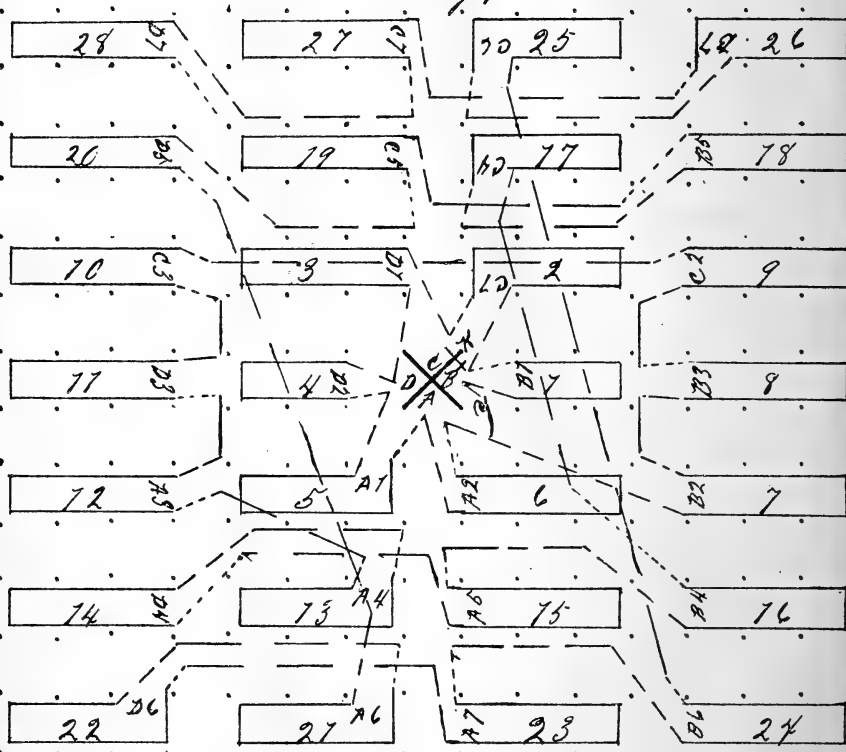
For Shocks Sixteen by Four see first eight sections of Fig. 8.

For Shocks Sixteen by Eight see first sixteen sections of Fig. 8.

For Shocks Sixteen by Twelve see first twenty-four sections of Fig. 8.

SHOCKS SIXTEEN BY FOURTEEN, SIXTEEN BY SIX, SIXTEEN BY TEN.

Fig. 9



Read description of Fig. 1, page 11. Advancing from S to Y we make the horse. Then cut the sections as indicated by the figures, as 1, 2, 3, 4, 5, etc., placing corn as indicated by the letters and figures written together as B1, C1, D1, D2, etc.

If the corn is light enough cut each two rows in three sections instead of four, making four of horse rows, as shown in the drawing.

If two are working together let one cut sections 1, 2, 3, 10, 8, 9, 17, 18, 19, 20, 25, 26, 27, 28, while the other one cuts 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 21, 22, 23 and 24.

If left-handed work around the shock in the opposite direction, cutting the sections in the following order: 1, 6, 5, 4, 3, 2, 9, 8, 7, 12, 11, 10, 19, 20, 17, 18, 15, 16, 13, 14, 27, 28, 25, 26, 23, 24, 21, 22, placing the corn as indicated by the letters written with the figures as B1, A2, A1, D1, etc., except section 5 should be placed at D instead of at A, and section 3 at C instead of at D.

For Shocks Sixteen by Six see first twelve sections of Fig. 9.

For Shocks Sixteen by Ten see first twenty sections of Fig. 9.

Roberts' Art of Educating Horses.

CHAPTER I.

THE HORSEMAN.

MAN has strength enough to master any horse, providing that this strength is applied at the proper time and in the right manner. So the first part of man called into use, in mastering a horse, is his judgement. But if a man is excited his judgement is impaired, if not lost entirely, for the time being. Then the first thing that the horseman needs is self-control, that, at the most critical moment, he may be calm and know just what to do.

There is a wide difference between the conqueror and the conquered. We never ask which way a dog is running if we hear him bark. One minute we hear him and say he is after something, the next we hear him again and say something is after him. We can notice the same difference in man, either in voice or general bearing. What is more essential to one who expects to be obeyed than to show by voice and manner that he is master of the situation. Often the horse knows that his rider or driver is frightened, before the rider or driver himself realizes it. There is nothing which weakens man's influence over a horse, so much, as for the horse to realize that his master is frightened. So the horseman must not only, not show timidity, but should have self confidence.

If a man would gain complete control of a horse he must beget within the horse, confidence in himself. All animals trust most those who treat them kindly. So we see that kindness is an essential to the horseman.

The horse should never know that he could disobey his master. Thus firmness is another essential of the horseman.

One person can excite a whole crowd by a single act or word. We all know the effects of the cry of fire, help, etc. If someone speaks to us quickly and sharply, we feel that they are angry, and it immediately excites us. Students in our schools are often so confused by sharp words from the teacher that they cannot tell what they really know. One day in a Greek class a young man having been confused by the angry bearing of his professor said, "Professor, I knew this lesson before I came to class, but you have scared it all out of me." If men become so confused at loud or unkind words, is it any wonder that the horse becomes excited and tries to escape or defend himself? And even when, as often is the case, a sharp cut from a whip accompanies loud words. On the other hand what has a more quieting influence on us in times of excitement, than to come in contact with someone, who by a quiet voice and composed manner assures us that there is no danger. And if such a person can call us to our senses in times of excitement, will not a quiet and re-assuring voice have the same influence on the horse. So we would say that quietness of manner is helpful to the horseman.

Thus we see there are five virtues one should have to become a good horseman; (1) self control; (2) the power to not show timidity, but self confidence; (3) kindness; (4) firmness; (5) quietness of manner.

How may these virtues be attained? If one does not feel that he is able to master his horse, or does not know just how to manage him,

it will be difficult for him to be self-controlled if anything goes wrong. He will be afraid and cannot help showing it. He may be kind but can not be firm. Neither can he be calm in his manner.* But on the other hand, if he knows that he is able for his task, and knows just what to do and how to do it, it becomes natural to practice all of these virtues.

To show what to do and how to do it will be the object of the following chapters.

CHAPTER II.

THE HORSE.

The horse is now one of the most universally distributed animals, and every where is recognized as man's most useful servant; and if properly treated is his most faithful and obedient servant. The horse has been the constant servant of man for nearly four thousand years, giving his fleetness to the journey of his master, and exerting his strength as directed by the human mind. The horse may be under-fed and over-worked, yet if otherwise properly treated, he will go at his master's bidding until completely exhausted.

We never speak of the horse as having imagination. Sometimes we see in him things that lead us to believe that he has slight powers of reasoning. But that he has the power to remember, we do not doubt. We know that horses comprehend and remember the ideas expressed by some words; as "get up," "whoa," etc. So we have in the horse a mind that is capable of receiving ideas from the human mind, and of retaining those ideas.

In intellect, the horse is not to be compared to man. And perhaps it is well for many so called horsemen, that the horse is not more intelligent than he is, for they would scarcely dare treat a being of stronger intellect and having such superior physical strength, with such cruelty as they treat the horse. To what extent a horse might be educated is hard to determine. Some horses have received an education, which we say is wonderful, for a horse. When we consider how soon he can be taught enough to pass for a well educated horse, if his mind develops by the same law as our own, (and we have no reason for thinking other wise,) how much could he be taught in a life of twenty years? Usually his intellect is not at fault half so much as our mode of communicating our ideas to him.

The horse in his disposition is naturally kind, and peculiarly adapted to be a servant of man. When we consider the size of the horse there is no other animal less offensive or defensive. Not one horse in a hundred will show as much fight as a hen with a brood of chickens. His mode of defense is not by fighting but by running away from that which would harm him. Again he is entirely dependent and consequently not so independant as some other animals. Some animals take care of themselves, making themselves homes and laying up stores, as the squirrel. The horse does none of these things. When he is hungry he eats if he can find food. If the weather is rough he seeks shelter if it is provided for him, otherwise he drifts with the wind. He is of a passive nature yielding readily to influences brought to bear upon him. Yet sometimes we find in him a streak of stubbornness, and if treated in a cruel manner it seems, sometimes, that he would die rather than give up. Also we see in him a disposition to follow up successful experience. This is seen in the colt which has broken its halter or thrown its rider, etc.

So briefly we may sum up the disposition of the horse as follows:

First.—The horse is naturally kind, and willing to submit to the authority of man, when he learns that man is a friend and not an enemy.

Second.—He is not conscious of his strength, and can be handled according to our will, so long as we work in harmony with the laws of his nature.

Third.—Allowing him the privilege of examining things which are new to him, in his natural way, we can take almost anything which does not inflict pain, around or on him without frightening him.

CHAPTER III.

HOW TO GAIN CONTROL OF THE HORSE.

Man's power over the horse lies not in his physical strength, for in this he is far inferior to the horse, but in the superiority of his intellect over that of the horse. Man has that subtle power of mind which enables him to study out the disposition of the horse, and a mode of procedure by which, the horse being of such a disposition, may be made subservient to his will. We have already considered the disposition of the horse in the previous chapter. Now let us consider what mode of procedure will give the required result.

If we compare the traits of the true horseman, as given in Chapter I., with those of the horse as given in the previous chapter, we find that they are exactly opposite. While the horse has a disposition that is

naturally obedient, man has a disposition that naturally assumes authority. So the horse is suited to obey, man to command.

The horseman should appear infallible to the horse. He should seem to be able to do just as he pleases with the horse, and to do this without any show of effort. Nothing will make a horse respect you so much as to be able to manage him seemingly without effort. All this we can do successfully by following the system herein set forth.

Four things we should guard against:

First.—So far as possible avoid scaring the horse, for fear is the greatest obstacle which we have to overcome.

Second.—Avoid giving the horse pain.

Third.—Never appear to be angry; nothing will lower you so much in the estimation of the being which you are controlling, man or beast, as to become angry. It shows weakness, and invites a contest of brute strength, your weakest point.

Fourth.—Avoid loud, harsh tones of voice. Keeping these precepts in mind we are now ready to begin with our colt. We suppose he has never been haltered, nor seen the inside of a stable.

To Bridle the Colt.—Let the colt follow another horse from the pasture into the stable or shed. Now when you enter the stable, do not attempt to approach too near to the colt at once, but stand still a little while and give him a chance to see you. Take a small rope (a bed cord) about twenty feet long. On one end make a loop, one that will not slip, as if you were going to tie a cow around the neck with it, but only large enough to slip over his lower jaw. Take your rope on one arm and with the other arm bent at the elbow, the hand, palm up, toward the colt, approach him keeping opposite his shoulder. This will

have a tendency to keep him from moving either forward or backward. If he should move forward or backward step quietly to the right or left. When almost in contact with him stand motionless for a short time, giving him another opportunity to examine you. Then speaking gently place the hand lightly upon his shoulder, working up toward the head and down the side and front of it to his nostrils. When the nose is reached let the hand remain a short time so that he may smell it. This is his way of examining things, whether they are dangerous or not. Now pass the end of your rope with the loop on it over his neck, then the

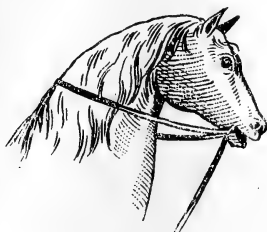


Figure 1.

other end down through the loop, and slip the loop over his lower jaw as in Fig. 1, and you have him bridled in such a way that you can hold him easily with one hand. (This bridle will hereafter be called the rope bridle.) Now pat him a little, if he tries to leave you, stop him with a firm hand. Let him examine you. Let him learn that you will not hurt him and that he cannot get away. Pat him, speaking to him in kind tones, but restrain him with a firm hand whenever he tries to leave you until he stands quietly by you. When he stands quietly pat him; that he may become accustomed to your touch. With this bridle you can learn the colt to lead in a few minutes. When he does not mind your rubbing him, step a little to one side and draw his head to you, at the same time

saying "come." When he comes readily do the same on the other side, and then in front of him. If he should be inclined to be stubborn and not want to come when you draw on him, do not speak loud to him but be as calm as if he was doing the very thing you wanted him to do, but tighten your rope and pull steadily on him until he moves toward you. You will not have to wait long. Do this until he will follow you without tightening the rope, and in a few minutes he will follow you anywhere.

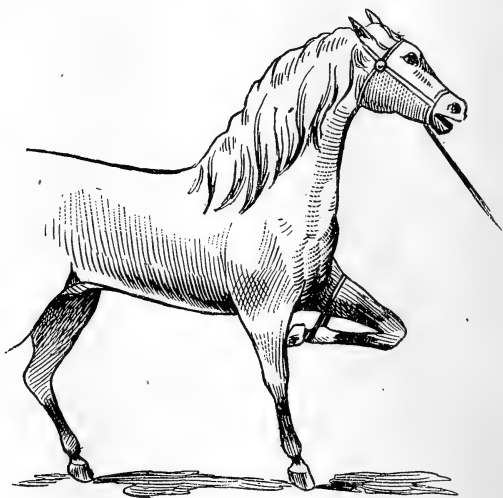


Figure 2.

To Swing the Horse. If you put a halter on him over the rope bridle, by taking the halter-strap in your left hand and his tail in your right you can swing him around you, by always pulling his head toward you in a way that will make him feel that you are able to pick him up and throw

him over a fence. It is wonderful how this swinging will make him respect you. Most horses which would not let you touch their legs, after being swung thus will permit you to handle their legs as a horse that has been accustomed to being shod.

Bend up one of his fore legs; draw a loop over the knee up to the pastern joint and secure it there as in Fig. 2. Lead him about a little and you can rub him all over. When you deprive him of the use of one of his legs it has about the same effect on him as swinging. When he shows by his eyes that he is subdued let his foot down. Now stand by his side well back, and draw his head to you. When he comes readily do the same on the opposite side. Now you may bridle him, using "Roberts' Handy Attachment"* on your bridle. Leave the rope bridle on him, put your lines on, take a whip in your hand, if necessary, use it gently and learn him to drive. At first he will want to turn around with his head toward you and follow you. But if you are kind and firm you can soon prevent this; for if he attempts to turn to the left your right line as it draws around his right hip will draw his head to the right or vice versa. Now you may teach him to go forward at your bidding. When you get him so that he will walk along in front of you, you may teach him the meaning of the word "whoa." This is but a few minutes job. Speak the word once in a firm but kind tone of voice stopping him at the same time with your lines. If he wants to start again immediately stop him as firmly as at first, and do not let him go until he is willing to stand still until you bid him go. Be firm here and when you hitch him if anything should go wrong and you bid him stop he will obey you. Now if your work has been thorough you have control

*"Roberts' Handy Attachment" is a device which can be attached to a bridle with an ordinary snaffle-bit in about a minute, and will enable one to hold any horse.

of your colt. We have not only overcome his desire to escape, but have impressed on his mind the fact that he cannot escape. We have taught him that we can touch and rub all parts of his body at our will whether he likes it or not, and at the same time have shown to him that there is no danger to him. We have also taught him to obey the bit, turning to the right or left at a pull of the bit, and to stop at the word "whoa."

We use the rope bridle in gaining control of the horse because by it a child can hold a horse that a man could not hold by an ordinary bridle.

CHAPTER IV.

HOW TO EDUCATE THE HORSE.

Let us consider what we want to teach the horse; for if we begin not knowing what we want to do, we will surely fail. What has gone before constitutes a part of his education. But still there are many things which we must teach him before he is a well broken horse. He must learn to stand hitched; to stand quietly while being saddled and mounted; to go and stop at his master's bidding. He must become accustomed to the harness, standing quietly while being harnessed, and not minding them where ever they may touch him. In addition to the obedience to the bit which he has already learned he must learn to back. Also he must become acquainted with the buggy or what ever he may be hitched to. His vocabulary need not be large. If he becomes obedient to seven words we can work him any place without lines.

These seven words are, "get up", "whoa", "back", "haw", "gee", "faster", "slowly". So we see the things the horse should know are not so many as one would think.

The Word "Whoa". Many horsemen make a mistake in their use of this word. This is the most important word in the horses vocabulary, and if properly used would save many a run away, broken bones, and even life; for if properly used your horse will stop and stand still every time you speak the word "whoa." You should never use the word "whoa" except when your horse is in motion, and you expect him to stop. Many men use the word "whoa" a dozen times when they do not expect their horse to obey, to where they use it once and expect him to obey. The first word a man utters on entering the stable is "whoa" and every horse there is standing stock still. The same man takes his team out, goes away from them a little ways, something startles them, they start. He cries, whoa! whoa! but does not expect them to stop; for they never have been in the habit of stopping at that word unless they wanted to. The result is a runaway, and perhaps a broken machine or wagon and a crippled horse. Another man on entering the stable says good morning as if addressing a fellow creature. If *his* horse is foolish about being curried he quiets him with some such word as 'behave.' His horse has never heard the word "whoa" without stopping. He is standing, his driver is out of reach of the lines, something startles him, he starts, his driver says, in a firm tone of voice "whoa" and he stops. Dear reader, if you have been in the habit of using this word promiscuously this paragraph alone, if you will heed it, will be worth ten times the cost of this book to you. Always use your words so that your horse will have no reason for disobeying and you will be surprised how obedient he will be.

Now let us return to the colt as we left him in Chap. III. and go on with his education. If it is convenient take him into a shed where the loft will be out of the way of your head when on him, a barn is a good place if clear of machinery and such things. If it is not convenient to go into a barn or shed there is plenty of room out side.

To Saddle The Colt. He has never had anything on except the rope bridle. Lead him to where the saddle lays. If he seems to be afraid of it give him time to see it. Show him that you can handle it with safety. Now take the saddle in one hand, holding your rope in the other. Do not try to hide the saddle from him, neither jam it suddenly against his nose. Let him have time to examine it in his own way, which he will do with his nose. Let it touch his nose above the nostril, holding your rope in your hand raise the saddle gently up along his face. Do not let him back away from it. In a little while he will permit you to slip it back over his ears down his neck to the proper place, Move it about on his back and take it off over his head and let him examine it again. Now put it back the same way and you will never have any trouble saddling him. Do not draw the girth very tight at first. Take hold of the saddle and move it so as to draw on the girth. Lead him about some and if he should undertake to jump settle him with a sharp pull on your rope. When he no longer minds the saddle grithed loosely, tighten the girth and lead him again until he becomes quiet. Now he has learned to carry the saddle.

Mounting the Colt. Now make a rein of your rope, holding it in your left hand so that you can give him a smart pull if he undertakes to move, place your foot in the stirrup, bear gently on it raising yourself partly. Do this a few times that he may see your rising motion. Now gently

mount, holding your rope so that you can stop him immediately if he should move. When you are on him sit quiet for a little while until he sort of realizes the situation, get off and mount again, move about in the saddle that he may feel you, but do not let him start for awhile. When he has become somewhat familiar with you in the saddle you may let him walk but do not let him go faster than the walk until he learns to carry you quietly, then you may let him trot slowly at first, but it will not be long until you can let him go as fast as he likes and still have control of him. If he should be inclined to be ugly about mounting and will not stand after you have given him a few sharp pulls with your rope, raise his fore foot and fasten it up as in Fig. 2, lead him about a little and you can mount him in safety. If he does not start readily when you want him to go turn him about by drawing on one side of the rein, generally he will go. But if he is inclined to be stubborn, get off and bring him out of his tracks with your rope bridle; do this until he will go when you, standing with your arm over the saddle ask him to. Do not get excited, but keep calm and appear to be well pleased, and soon he will go alright. Now you can put a common bridle on him, leaving the rope bridle on until you can control him with the other. In these early lessons you will find "Robert's Handy Attachment" almost invaluable, as it gives an effect similar to that of the rope bridle.

Two reasons for handling him in this way, you can prevent him from moving away from the saddle better than if you were putting it on from the side. And a colt broken in this way will not give you any trouble about putting other things on him if you let him examine what is new to him. Again you will have no trouble mounting him. Now, having given him the first lesson, ride him three or four times a day if conven-

ient. And if possible let the same person have control of him for the first few times. Of course he will be rather awkward at first, and will not comply with your requests with that free and easy movement that comes with practice. But give him a fair chance and you will be surprised how quickly he will learn.

To Harness the Colt. Never use blinders on a colt. If a colt tries to run away or kick it is because he is scared. And he is much more apt to be scared if he cannot see than if his vision is not hindered by blinders. We do not like to be blindfolded when there is something going on which we do not understand. A horse's eyes were made to see with as much as his driver's were. And when we blindfold him we are not working in harmony with the laws of his nature. Place man in circumstances as strange and frightful as those of the colt, in his first lessons, and then blindfold him and there is not one man in twenty whose hair would not stand on end.

During these early lessons if you do not have "Robert's Handy Attachment" use the rope bridle in connection with the common bridle. Put the collar on letting him examine it as you did the saddle. Open it at the top instead of putting it over his head. Let him examine the harness and place them gently on his back, well up toward his shoulders and fasten them. Lead him about and if he undertakes to jump, quiet him with a pull of you, rope bridle. When he does not mind the harness longer put your lines on and drive him about, letting the lines draw around his hips and legs as the traces may do when you hitch him. When he drives alright, place the lines between his hind legs and drive him about until he is accustomed to them touching the inside of his legs as well as the outside. Then when you hitch him, if he should get his

foot over the trace it will not frighten him, but he will stand quietly until you unhook the trace and get him in shape again. When he no longer minds the harness wherever they may touch him, and this need not be long if you are kind and firm, you may hitch him. If you have a good quiet horse to hitch by the side of him, all the better, but if not hitch him alone. If you hitch him with another horse put your lines on and drive them together a few minutes before hitching to anything. Now having let him examine whatever you intend hitching him to, square them around to the pole if a wagon or a buggy, to the double tree if a plow or anything of that sort. Hitch up and let them start off quietly. If he undertakes to jump, a sharp pull on the line, if you have "The Attachment" on, if not, on your rope, will convince him that he had better go slow. Let him go slowly at first, he will have a better chance to comprehend things and will not be so apt to become frightened. If you hitch him to the plow where you are driving with a single line, have your rope or a side line on him so that you can prevent him from crowding around the other horse. If you hitch him single make him stand quiet while you bring the shafts up over him, now let them touch him, that he may know they will not hurt him. When he is hitched let him start slowly. And here also if he should try to jump meet him with a firm hand. Sometimes he will hesitate about starting, especially when hitched single. Do not whip him. If he does not go from a little coaxing and a few gentle touches of the whip. If you are by yourself take the lines in your hand, so as not to get them tangled, and lead him up a few times with the rope bridle, as in teaching him to ride. If you have some one with you let him do this leading. In this way it will not take long to learn him to start.

To Work The Colt. Now when he goes readily at your command, if you are careful with him you will have no trouble in learning him to pull. Do not get him excited and when you start him let him lean against the collar slowly and it will be natural for him to pull, steadily and true. If you are carefull here you will have no trouble with him jerking and then flying back. During this first lesson let him stop often; giving the command "whoa" once only, but always make him obey immediately. Always speak in a kind tone of voice. And before you are through with the first lesson he will stop at your command even if you do not have hold of the lines. Now let him go to the harness as often as convenient for a few days, but do not work him too hard for he is tender and cannot stand it like he will after he has been worked two or three weeks

To Teach The Colt To Back. It is best to teach him to back when he is not hitched to anything, this is soon done. Take him with the rope bridle or the "Attachment," take the rope or rein with the left hand near his mouth, place your right hand on the point of his shoulder, press him hard with your right hand, at the same time tighten the rein. Do not force him back, but hold the rein tight and soon he will give way from it. As he steps back loosen the rein. When he begins to move back at this pressure, let it be accompanied by the word "back." Soon he will back freely at the pressure of the bit and the command. And if you show him, that every time you say "back," he must back, in a few minutes he will back at the word. At first do not ask him to back a heavy load and he will become a good backer just as he becomes a good puller,

To Teach the Colt to Stand Tied. If he has never been tied, tie him somewhere with the rope bridle. He will not try it more than twice.

If you do not have this handy take a good strong hitching strap buckle it into the bit ring on one side, between the headstall and rein, pass it up over his head, under the throat-latch, so that he can not rub it off, and down through the bit ring on the other side. Tie him with this whenever you hitch him for a few days and you will find him where you leave him.

To Break the Horse to the Single Line. Every horse that is to be worked on the farm should be broken to the single line. The plow is, perhaps, the best place to do this. Do not hitch him to anything during his first lesson. It need not be a long one however. Take him by himself, use "Roberts' Handy Attachment" on him, put a double line on and drive him about, turning him to the right and left, teaching him the meaning of the words "haw," "gee" and give him a review on "back" and "whoa." To learn him "haw" draw both lines nearly equal, just enough stronger on the left one to cause him to turn in that direction. To learn him "gee," jerk him slightly with the right line the tightest. He will soon distinguish between the pull and the jerk, learning that a pull means turn to the left, while a jerk means turn to the right. Now see that you can drive him with the lines nearly even leaving the left a little shorter, and make him obey the words, "get up," "haw," "gee," "whoa," whenever you utter them. You need not get him excited if you are calm and speak to him in a kind tone of voice. If either you or your horse should get excited, wait until both become calm, you will gain time by doing this. When you have him so that you can turn him either way, back and stop him readily, put on your single line leaving the left side a little the shortest, tie your other horse to him and drive them along the furrow a few rods to show him where he must

walk in his new position, then hitch him up and go ahead. If he should make a mistake you will have no trouble with him unless you get excited. The author usually gave them this preliminary lesson while going to dinner and back. He has broken colts to the single line the first day they ever had the harness on. To do this you should have a horse in the furrow that will stay there and not crowd your new leader.

To Teach the Horse to Walk Fast. Every one knows how unpleasant it is to have a horse start off in a little dog trot when you try to crowd him out of a three mile per hour gait. A horse of good action ought to walk from 4 1-2 to 5 miles per hour, some will even beat this. To make him do this you must learn him to exert himself without breaking into a trot. To do this you should have the "Attachment" for your bridle. You tell him to go faster, by cheruping to him or by a gentle touch of the whip. He will break into a trot but you immediately pull him down, not by a jerk but yet with a firm hand telling him at the same time to walk. Perhaps he will stop the first time but start him immediately, not with a cut from the whip however. He will start slowly at first but crowd him out of that slow walk and as soon as he starts into a trot pull him down telling him to walk. Do not get excited; be patient, but firm with him. In this way you can learn him the meaning of the word walk, just as you have the other words which you have taught him. You will be surprised at the increase in his speed in a single evening. But to secure this result you must not let him walk or trot as he pleases, but give him to understand that he must walk when you tell him to, even if it does cause him to exert himself. You can increase his speed as a trotter in the same way, teaching him the distinction between the words "walk" and "trot."

In all this work you will teach your horse as much in one evening if you have "Robert's Handy Attachment" on him, as you would in three or four with the ordinary bit. With this "Attachment" a small boy will hold a horse that a man could not with the ordinary snaffle bit, and yet it never lacerates the mouth.

To Prepare the Horse to be Shod. Many men leave this entirely to the smith. This should not be, there will be enough new things for him to comprehend the first time he goes to the shop, without having his feet handled for the first time. His master should be able to pick up his feet and handle them before he starts with him to the shop. This he can soon do with safety. If he is foolish about having his feet handled, swing him by the halter and tail a couple of times, and generally he will be as meek as a lamb. But if he is still independant about it, put the rope bridle on him and pick up his foot, and if he offers any resistance give him a sharp pull with your rope and tell him to behave himself. In a few minutes you will be able to do as you please with his feet.

To Teach the Horse to Stand Without Being Tied. It is very convenient to have your horse so trained that you can leave him for a short time without hitching him, especially a saddle horse, or a driver or a work horse where you stop often and leave him only for a little while. The first preparation for this is to learn your horse to stand quietly while you are with him. At your command "whoa" he should stop and stand still until told to go. This you can soon teach him by giving the command "whoa" and stopping him immediately. Wait quietly for awhile, if he starts do not speak to him but stop him with a sharp pull, on the lines. When he is willing to stand quietly until told to go, you can leave him for a short distance. If you leave him too far to stop

him by the word "whoa" you had better fasten a weight to the end of your lines, and drop this out on the ground when you stop, for awhile, until he becomes accustomed to standing.

Do not leave him out of your reach until he will stop at your command "whoa" especially if high lired and he is feeling good. With the saddle horse you can use somewhat different tactics. Take a good hitching strap, fasten it into one bit-ring, pass it up over his head and down through the other bit ring as in teaching the horse to stand tied, and fasten it to his fore foot so that he can scarcely get his head up level with his back, and let him eat grass until you come back. After the first time or so you will not need the hitching strap, simply loop the rein around his pastern, soon you will only need to throw the rein over his head.

To Rein the Colt. You should not rein the colt tight at all at first, it will bother him. He will have enough to comprehend without being bothered by being reined up. If you have him reined moderately tight it keeps the bit tight against his mouth, for he has not learned to carry his head up off it, this has a tendency to vex him. But when he begins to drive nicely and becomes accustomed to the bit you can work his head up gradually, and give him a better bearing than to rein him at first.

What you teach your colt teach him thoroughly. Always treat him kindly that he may have no reason to fear you. Always treat him with firmness so as to secure obedience. Give him frequent reviews, that what he has learned may always be fresh in his mind.

Never give him a command that you do not expect him to obey.

CHAPTER V.

BAD HABITS, HOW BROKEN UP.

It is through that disposition, in the horse, to follow up successful experience, that he learns to baffle man. And when he has learned to baffle us in any one thing we call it a bad habit or trick. For instance, restlessness while being mounted. At first this may come from his eagerness to go. He learns that it disturbs his rider. He grows worse and becomes unsafe. His experience in preventing his rider from mounting has, to a degree been successful. Here we are no longer dealing with a colt which would prevent us from mounting him because he is afraid of us, but with a horse which has learned how to take the advantage of his rider before he is settled in the saddle. So we must be more careful than ever to give him to understand that our word is law and that we can compel him to obey as easily as not. Always keep in a good humor, especially when you are trying to break up a fault in your horse. This is more important than you, at first, will realize. Be firm. Be kind. Be patient. And you will be successful beyond what you expect.

Bridle Breaking. Read how to teach the colt to stand tied, under Chap. IV, and use a good strap as directed there and this fault is quickly and easily broken up.

Rubbing the Bridle Off. To prevent a horse from rubbing the bridle off, take two straps, one with a buckle on it and long enough to buckle around the horses' neck, at the throat where the neck is the smallest, the

other one about six inches long, with a slit cut in each end so you can pass the first one through it. Draw the strap with the buckle through one end of the short strap. Place the short one around the head-stall of your bridle and draw the end with the buckle through the other end also. Buckle it about his neck so as not to choke him. This he cannot get over his head no matter how hard he may try. And he will soon give up trying when he learns that his work is in vain.

These straps you can carry in the buggy or wagon or tied to your saddle for a few days. It only takes a minute to put them on when you hitch him.

Not Letting the Bit into the Mouth. Some horses are hard to bridle, holding their teeth shut tight. Put your bridle up over his face as usual until the bit comes in contact with his teeth. Catch him by the nose above the nostrils, pass your thumb between his lips back of his front teeth, and press with the end of your thumb against the roof of his mouth and he will soon forget about trying to keep the bit out of his mouth.

Restlessness While Being Mounted. Sometimes this comes from a desire to prevent the rider from mounting, sometimes from eagerness to go. But it is an easy fault to overcome. Simply raise his foot and fasten it up as in Fig. 2. Lead him about until he seems willing to stand quietly. Now you get on and off and he will not move out of his tracks. Get on and off several times, and from either side. And you can let his foot down and get on and off in safety. You can also mount him with safety by holding his head around by his shoulder. This is done thus: Take the rein in the left hand, seize the mane about where the collar rests, draw the left side of the rein through your hand until you bring his nose around by his shoulder. If he wants to turn let him

turn until he is willing to stand quietly, but do not let him have his head, when he stands quietly get on. While you keep his head around he can not jump; he may turn again but he can only turn, and if you keep his head around until he becomes quiet, in a time or two he will stand quietly. If you can combine these two methods, using the latter after you have subdued him by the former you have him doubly sure, and although clumsy about mounting, you can always do it in safety.

Restlessness While Getting into the Carriage. This is a very unpleasant and sometimes dangerous habit. But it can soon be broken up if you are firm and kind. Use "The Attachment" on your bridle. Do not try to hold your lines tight, but in such a way that you can give him a good sharp pull, not a jerk, if he should start, at the same time with a firm voice say "whoa." Do not now try to get in quickly before he starts, but stand quietly until he becomes quiet, repeating the pull and word if he starts. Soon he will stand quietly until you get in. Then do not let him start immediately, but wait a minute or so and then let him start off slowly. If you spend half an hour some evening teaching him to stand while you get in, stopping every little bit to get out and in, you will be surprised how he quiets down in a few minutes. Take no half way work from him, but give him to understand that he must wait until you are ready, and that you do not need to hurry on his account at all. He may have been restless for years always giving you trouble when getting in. But if you go to work earnestly in this way, he will soon stand all right. Do not get him excited.

Kicking. The habit of kicking is a bad and dangerous one. Sometimes a horse kicks because he is frightened. Sometimes he is touchy and kicks if anything goes wrong about the harness, or if he gets his

foot over the trace. And sometimes he has learned that by kicking he can scare his driver, and perhaps free himself from the harness or whatever he is hitched to. Some horses seem to kick for fun or for sheer meanness. But it is a fault that we can readily overcome. Before you hitch him be sure that you have control of him so as to stop him at your will. Use "The Attachment" on him, and if you think he will be hard to handle put the rope bridle on him, letting it come well back on his neck. It will do him good to swing him a couple of times. Then harness him as directed in Chapter IV, under "To Harness the Colt." If you think he will try to kick the harness off, fasten his fore foot up as in Figure 2, lead him about until he is willing to stand quietly, then harness him and you can stand and laugh at him if he undertakes to kick. Draw the traces about his legs so that he may become accustomed to them. When he no longer notices the harness let his foot down and drive him about drawing the lines around his legs and even between his hind legs. But if he undertakes to kick set him back with a good sharp pull on the lines or rope bridle. You can do this with the rope bridle where you could not with the common bit. When you can drive him without kicking with the harness on, hitch him. If he has been a professional kicker fasten his fore foot up before you hitch him, and let him go on three legs until he is willing to go without trying to kick. He will soon give up when he finds that he only has three legs. When he is subdued let his foot down, having your rope so that if he should try to kick, you can set him back. He will not try it often, if you give him to understand that you mean business. If he has not been a professional kicker you can straighten him up with the rope bridle alone. Because if you keep your eye on him you can tell when he is going to kick, and if

you desire, you can with a single pull on your rope set him back on his haunches. And when he sees that you are able to take him clear off his feet even before he can get ready to kick he will soon give it up. Be cool and work as though you had broken a hundred worse kickers than him and you will master him in a short time.

Balking. Perhaps no other fault among horses has baffled so many horsemen as balking. No other fault requires more tact in being broken up. Very often the driver is to blame for a horse balking. But however he has fallen into the habit, we must break him of it before he will be a pleasant horse to work. Here, of all places we must control our temper if we would be successful. If we cannot control ourselves, reasoning beings as we are, how can we expect to control a spoiled horse. Also we must be firm. First of all we must get control of the horse. Then we must so hitch him that we can compel him to pull without doing anything to vex, or make him mad.

If your horse is hitched, and has balked with you, when he has shown that he will not go with a little coaxing, unhitch him and swing him by the bridle and tail, as explained under, "How to Gain Control of the Horse," until he is dizzy, let him stand a little and swing him again. This will give him a profound respect for you. Now put your rope bridle on him and give him a few good pulls with it, learning him that when it tightens on him he must come. When he seems quite willing to heed the rope bridle hitch him up with a horse that you know will pull when you tell him. Loosen both stay chains. Leave his tongue chain so that he cannot stretch it without coming in contact with the wagon. Unrein him, and fasten the rope bridle to the end of the tongue so that he cannot get back against the wagon. Get on and speak to them as

though you expected them to go; and as the other horse starts he will tighten the traces on the balkier which cannot fly back on account of the rope bridle, and as the wagon begins to move the tongue will lead him forward. Do not let him go fast, but give him to understand that he must go just as you like. Let him stop every few rods for awhile; for you are now giving him lessons in starting. If you have a load on be careful to not have them loaded so that with a fair pull they cannot move it. Sometimes a wagon gets pretty tight and a team cannot start it. If your other horse will not hold him draw your rope through the ring on the end of the tongue, get on your seat and tighten him up and hold him there until he is willing to go. He will not wait long if you hold him tight, When he is willing to go, start your other horse and let them move off together. Be firm with him; but do not speak angrily to him nor strike him so as to vex him. If you are working him single lead him up with the rope bridle so that he will not care to wait to be lead often. Give him to understand that you mean business, and that you are able to make him work whether he likes it or not, and it will not be long until he will go when you tell him.

Running Off. If you have a horse that has been running away you must make him respect your authority, and give him to understand that he is subject to go and stop at your bidding. Swing him a few times until he is dizzy, then before you hitch him teach him implicit obedience to the word "whoa." If he has been badly frightened fasten his fore-foot up as in Fig. 2., and when he is subdued, let his foot down for awhile. Then fasten it up again. Use "The Attachment" on your bridle, if you do not have this, leave the rope bridle on him. If he seems to be afraid of what you are hitching him to, let him examine it, then fasten

his foot up again and hitch him. Make him start off slowly and let him go on three legs until he seems willing to go quietly. Then let his foot down and drive him slowly for awhile. Demand of him implicit obedience, and drive him with a firm hand and you can keep control of him. If he undertakes to run with you, you will not have much trouble to hold him with "The Attachment" or rope bridle. So long as you can keep control of his head with the lines, you can manage him. To gain control of his head if he should undertake to run tighten the left line until he gives to the left, then throw your weight on the right one you can give him a surge in this way that will give you control of him when you could not get it in any other way. Unless he is a professional runaway you will not need to put him through so much preliminary training. But put "The Attachment" on him and go ahead; if he jumps set him back with the bit and soon he will be all right.

Disobedience of Single Line Leaders. No place does obedience add more to the pleasure of working a horse than under the single line. But if we demand obedience here we can have it even easier than not; for it is easier by far to make a horse obey than to work him and not make him obey. If your horse is at all contrary under the single line, use "The Attachment" on him. Do not be rough, but make him obey you when you speak to him. When you tell him to go do not stand and repeat the command three or four times; but speak once so that he can hear you distinctly and if he does not go immediately, if you have no whip, strap him up with the end of the line in a way that he will not wait for the line the next time he hears you tell him to go. Horses after having been worked in the lead, to the plow, for quite awhile sometimes learn that if they walk close to the furrow they will not have

to pull so hard. But if they get at this if you have "The Attachment" on them you can with a sharp pull bring them back to their places. Then watch them closely for awhile and when they begin to crowd in on the furrow bring them back in a way that they will not care to have repeated. Do not act angrily but give them to understand that you mean business, and you will not go very far until they will obey you when you say "haw," or "gee." Always demand obedience and you will always have it. But if you tell him to do something perhaps half a dozen times while you go across the field and do not make him obey you, how can you expect obedience. Follow this simple rule and you will have no trouble. Never ask your horse to do anything unless you expect him to do it, then see to it that he obeys.

Shying. Shying is one of the mean habits a horse learns, and a habit that it takes longer to break up than some others. If your horse shys you should drive him with a bit with which you can easily control him. Do not whip him unless after coolly thinking it over you decide that it will do him good, and then be careful that you do not whip him because you are angry. It is well to let him stop opposite his supposed bugbear and give him an opportunity to examine it, and see that it will not hurt him. Ride or drive him past it until he does not mind it. The kind of bit you have on him will have a good deal to do with his scaring, if he feels that you are his master and that he must do as you bid him, he will not mind many things that he otherwise would.

Of course if you are going some place you cannot stop and drive him past something several times. But if you give him time to examine a few things and are firm with him you will soon see a marked improvement in him. You will not be able to overcome the habit in a single

evening but if you are firm with him and will persevere in your efforts your work will not be in vain.

Not Allowing Themselves to be Caught in the Field. Some men have a great deal of trouble in catching their horses in the field. If you will visit them a few times when you do not want them, taking a little brand or salt or something they like pretty well, and call them up and let them eat this from a bucket in your hand, it will not be long until you can get your hands on them. You will be surprised how soon they

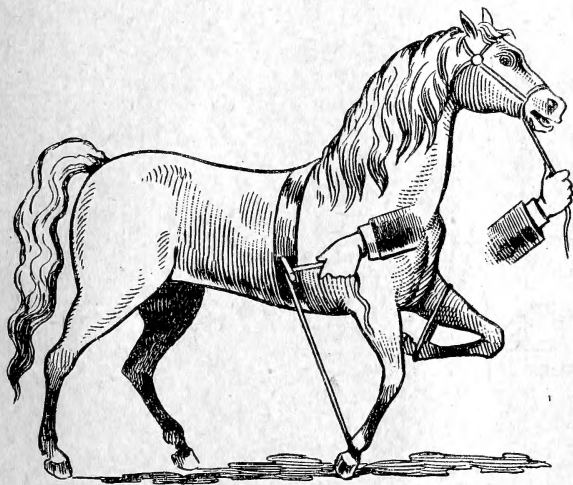


Figure 3.

will learn to come to you when they see you in the field. You must make them like you, and you can only do this through kindness. A little treat in this way when you do not want them to work will have a great influence on them. Never strike them when you turn them loose.

If your horse is inclined to be vicious, you will perhaps subdue him quicker by teaching him to lie down at your bidding than in any other

way. You can do this in the following manner: Fasten his fore foot up, put a circingle around him with a ring in it, fasten a strap to his other pastern and draw it through the ring on the circingle as in Fig. 3. Lead him about until he seems tired out, then you lead him up draw his other foot up bringing him down on his knees as in Fig. 4. Now be careful and do not let him turn his head around under him when he lies down, but sort of draw his head toward you, leaning your weight against his hip trying to give him to understand as best you can what you want him

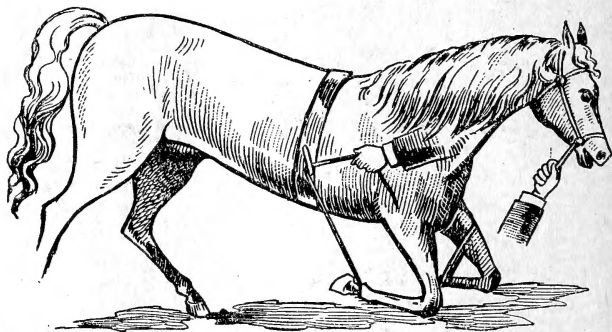


Figure 4.

to do. Do not force him down, but it will not be long until he will lie down. You can prevent him from rising by keeping his head down. When he is quiet loosen his legs and pet him, speaking kindly to him until he shows by his eye that he is subdued. Then let him up and in the same way make him lie down again. If you are firm in a few times he will lie down when you command "lie down, sir." When you have gained this control over him, you will have no trouble in breaking him to anything you like, following the directions for gaining control of and educating the horse.

IF YOU HAVE 

**A COLT TO BREAK,
A KICKING HORSE,
A SHYING HORSE,
A RUN AWAY HORSE,
OR HORSE THAT IS HARD
TO MANAGE.**

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